

# Office Memorandum • UNITED STATES GOVERNMENT

TO : Director of Training

DATE: 10 March 1960

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FROM : Chief, Plans and Policy Staff

SUBJECT: Weekly Activity Report #10

## 1. IOC; Meeting with C/IS

It is assumed that DDTR may have briefed DTR on the wind-up of our meeting in DTR's office on 9 March with [REDACTED]. The following are some "concluding suggestions" given privately to [REDACTED] C/PPS relative to revising the Intelligence Orientation Course. It was recommended that

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a. the aim first at a one week course comprising an introductory lecture, required reading and discussion seminars, and where appropriate, selected additional lectures;

b. the seminars and lectures be presented by professional, OTR instructors, augmented when it would enable a more meaningful presentation with character and punch, by selected outside speakers;

c. the orientation-briefing complement in OTR/IS consist of two "professional briefers" (Chretien [REDACTED]) and two orientation-instructors, both generally well-informed, but one expert on DD/I organization and functions and NSC/USIB matters and one expert on DD/S organization and functions and OTR matters;

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d. IS rely on Hqs/OS for the orientation-instructor expert on DD/P organization and functions and NSC/OCB matters;

e. the IOC be considered as orientation but not as training.

## 2. IOTP Planning

a. It is assumed that C/IS will report on his 9 March meeting with Messrs. [REDACTED] Chretien which [REDACTED] also attended. The last has informed C/PPS that an interesting, three-day block has been devised to lead off the 10-week JOT Orientation Course.

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b. [ ] briefed C/PPS on 10 March on a preliminary draft or outline course description of the Clandestine Services orientation and skills familiarization block for the JOT Orientation Course. It looks good. It is simple, direct, reduced to essentials, is pitched at the proper level (we hope), allows about 25 per cent of total time for student participation (question periods, seminars, exercises, etc., not including required reading), and should serve the intended dual purpose of orientation of all JOT's and introduction of CS-candidates to the OC and OFC.

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### 3. IOE

The operational factors panel of the IOE appeared to have accomplished its objective; however, some changes are mentioned. C/PPS has recommended to [ ] presentation is more appropriate for the revised CS orientation block in the JOT Orientation Course. [ ], WH Division, has been very strongly recommended as [ ] replacement. [ ] ran "overtime," so the remaining minutes were devoted to answering questions from the class. [ ] did not give his remarks on PM and Training applications of "IOE."

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### 4. Distribution of CS Publications

As DDTR is aware, there has been some confusion over distribution in OTR of certain types of Clandestine Services publications, specifically-- book dispatches and "guidance memoranda" emanating from DD/P or the DD/P Planning Officer to the Chiefs of Area Divisions. These often are of deep interest to OTR, especially to the Operations School, FTB, C/IS, and Chretien, and in some cases as many as 60 copies are required for a single OTR course to be included in trainee notebooks. Currently, these have been coming from [ ] to C/PPS in 25 copies (we asked for 100), and C/PPS has made distribution to school chiefs. Oftentimes OTR receives copies only on a personal basis, through such contacts as [ ], may have in the Clandestine Services. [ ] receives automatic distribution only of publications and issuances in the regular, numbered instruction, regulation, notice, etc., series. Pursuant to C/PPS' conversation with [ ] (all credit to her) and [ ] on 10 March, [ ] will discuss the matter with [ ] before any new approach is made to the DD/P Training Officer. In the same cause, [ ] asked C/PPS to see [ ] in the OCR Library in R&S concerning OTR requirements for CS reports. Will do.

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5. Language Development Regulations

The draft revisions of the regulations on the Language Development Program have been reviewed and concurred in by the Language Development Committee. Editorial changes that were agreed to are now being made and the drafts should be ready by 11 March to submit to the DD/S.

6. Construction Program

[redacted]

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The Real Estate and Construction Division estimates that it will complete, before the end of next week, the cost estimates for the construction program [redacted] should therefore be able to pull this whole project together before the end of the week of 21 March.

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7. Educational Specialist

On 8 March [redacted] briefed [redacted] faculty on basic fundamentals of audio visual aids. Emphasis was made on aids that could be made by the instructor on an ad hoc basis, as well as portability of various aids and projectors. [redacted] from TSD explained the use of the Identi-Kit with a view or training personnel in observation and reporting. [redacted] demonstrated the use of a late design 16 mm T.S.I. motion picture projector which has a TV-type screen attachment permitting the showing of films in a lighted room. This projector also has a closed loop film arrangement allowing continuous showing of a film. A small portable overhead projector was recently purchased by OTR Supply and given to [redacted] at this briefing. It is anticipated that [redacted] will accompany [redacted] and his faculty [redacted] on Friday and Saturday of this week where other audio visual aids [redacted] will be demonstrated. The approach [redacted] will be the more sophisticated professional-type aids used either as tutorial or in a classroom-type training situation.

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On 1 March [redacted] of the IG Staff interviewed [redacted] outlined, in fairly specific terms, his functioning in OTR with respect to the duties of the Educational Specialist. [redacted] also outlined specifically the objectives and procedures of his course monitoring program; his Instructional Techniques Courses; Education Committee functioning; and other services as Educational Specialist. Names of courses monitored were furnished, as were names of components for which the ITC's have been conducted. [redacted] educational advisory activities with components outside of OTR were specified. [redacted] noted to him that there is a demand

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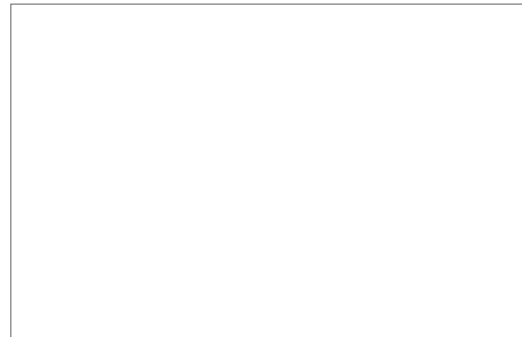
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and need for more educational advisory assistance, particularly to other Agency components, than was able to be given because of present personnel ceilings. The idea was suggested that a future possibility would be an Educational Advisory Staff to DTR composed of educational specialists in the fields of curriculum, audio-visual aids, course and training materials, instructional methodology, and student evaluation areas. These specialists would be an expansion of the present concept of educational advice and assistance to DTR, School Chiefs and instructors, and other Agency training programs.



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